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ABSTRACT

In September 1988, the Virginia Community College System (VCCS) entered into an agreement with the Virginia Department of Education that formalized the offering of dual credit courses to Virginia high school students. In response to questions regarding compliance with provisions of the agreement, known as the Virginia Plan for Dual Enrollment (VPDE), the VCCS has undertaken a series of studies of the operation of the colleges' dual credit agreements. First, in a May 1992 report, the Chancellor of the VCCS identified three issues with respect to compliance: (1) changes were necessary in student codes to monitor dual enrollment; (2) a formal mechanism for evaluating the VPDE was needed; and (3) data on the performance of dual enrollment students must be collected by courses and disciplines to ensure accountability. This report also indicated that headcount enrollment in fall 1991 totaled 3,673 dual enrolled students taking courses related to 17 academic disciplines. A June 1992 study of compliance with provisions regarding course eligibility found that, with very few exceptions, students were appropriately enrolled in humanities, mathematics/sciences, and occupational-technical courses. A survey of college presidents, also in June 1992, revealed that at 12 of the 17 responding colleges only faculty who met the minimum requirements of the VPDE were hired, assessment procedures for students in dual credit courses were in place at 14 institutions, and administrators at only 7 of the colleges viewed the offering of dual credit as a separate "program." Data tables and the college president questionnaire are included. (PAA)

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ED 361 018

VIRGINIA COMMUNITY COLLEGE SYSTEM
STUDY OF THE COLLEGES' OPERATION OF DUAL CREDIT AGREEMENTS WITH PUBLIC HIGH SCHOOLS, MAY 18 TO SEPTEMBER 8, 1992

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September 9, 1992

JC 930 396

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Virginia Community College System
Study of the Colleges' Operation of Dual Credit Agreements with Public High Schools,
May 18 to September 8, 1992

INQUIRIES AND FINDINGS

In September 1988, the System entered into an agreement with the Department of Education that formalized the offering of dual credit courses to Virginia high school students. This agreement, known as the Virginia Plan for Dual Enrollment, has provisions on student eligibility, admissions requirements, course eligibility, credits awarded, selection of faculty, tuition and fees, compliance with accreditation standards, and assessment.

Issues Related to VCCS Dual Credit Agreements

The System's dual enrollment data suggest that the community colleges have, with few exceptions, carried out the Virginia Plan provisions concerning admission requirements, the awarding of credits, and tuition and fees. There were questions, however, about whether or not the colleges were abiding by the plan's provisions on student eligibility, course eligibility, selection of faculty, and assessment. To answer these questions, the System administrators and faculty have conducted a study of the operation of the colleges' dual credit agreements. The study began formally on May 18, 1992, when the Chancellor sent to the colleges the issue paper "VCCS Dual Enrolled High School Students." The paper identified three issues pertaining to dual enrollments, developed the issues in terms of VCCS dual enrollment operational procedures, and provided student enrollment and full-time equivalent student data relevant to the issues. There follows a summary of the issues and the dual enrollment data in the paper.

- ***Defining, codifying, and monitoring dual enrollments***. The community colleges have traditionally admitted high school students to regular credit courses. These students have been reported at registration as "unclassified students," and their educational objective has been stated as being "a high school student." This procedure satisfied VCCS record keeping needs until the Superintendent of Public Instruction and the Chancellor of the System agreed, September 1988, to the "Virginia Plan for Dual Enrollments." Thereafter, high school students, as enrollees for dual credit, were distinguished from students who did not enroll for dual credit. To provide a structure for three categories of dual enrolled students, the System's admissions personnel developed and put into effect as of fall semester, 1991, the following definitions and codes:

#5041	High school students who are admitted to a community college under the Virginia Plan for Dual Enrollment and Dual Credit.
#5042	High school students who are admitted to a community college with the permission of the high school principal.

#5043 High school students who are admitted to a community college and are enrolled under both dual enrollment agreements and arrangements approved by the students' high school principals.

The monitoring of enrollments was presented as a fall 1991 end-of-term data profile for unduplicated headcount, full-time equivalent students (FTES), FTES by discipline, FTES by on- and off-campus, and headcount and FTES by race.

Headcount enrollment in the fall 1991, totaled 3,673 dual enrolled students. This cohort included 2,836 dual credit students admitted to the colleges under the Virginia Plan; 662 students jointly enrolled with public school officials' authorization; and 125 enrolled for dual credit and jointly enrolled. Refer to Attachment I, Table A, for data by college.

FTES in the fall, end-of-term, 1991, were 817.8 for dual credit students, 205.8 for jointly enrolled students, and 41.9 for students enrolled for dual credit as well as jointly enrolled. The System's FTES, thus, amounted to 1,065.5. Refer to Attachment I, Table B, for college specific data.

The dual enrolled students took courses related to 17 academic disciplines. Six disciplines accounted for 85% of the dual enrollment FTES generated. Of the 1,065.5 total FTES, the physical sciences produced 71 FTES or 6.6%; mechanical engineering, 108 or 10.2%; biological sciences, 130 or 12.2%; social sciences, 148 or 13.9%; mathematics, 179 or 16.8%; and letters, 274 or 25.7%.

On-campus dual enrolled students earned credits worth 231 FTES or 21.7% of the dual enrollment FTES generated in the fall 1991; accordingly, off-campus students produced credits amounting to 835 FTES or 78.3% of the total dual enrollment FTES. Refer to Attachment I, Table C, for on- and off-campus FTES by college.

Of the 3,673 dual enrolled students in the fall 1991, some 546 or 14.9% were black, 3,034 or 82.6% were white, and 93 or 2.5% were other races. Black dual enrolled students produced 14.3% of the 1,065.5 fall term FTES, white students, 82.9%, and other races, 2.8%.

- ***Evaluating academic achievement in dual credit courses***. The "Virginia Plan for Dual Enrollment" has requirements for such matters as (1) admission into community college dual credit courses, (2) awarding high school units and college semester credits to students who complete the courses, (3) complying formally with accreditation standards, and (4) evaluating student success in acquiring college level knowledge and skills from their coursework. Partnerships formed on the basis of the "Virginia Plan for Dual Enrollment" are required to evaluate their instructional programs:

  "Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment arrangements

> developed and implemented under the auspices for the 'Virginia Plan for Dual Enrollment' shall include a formal mechanism for evaluation."

At this time the community colleges' student assessment plans do not include a "formal mechanism for evaluation." While some of the colleges may have already developed and implemented evaluation procedures, the System cannot currently (as of May 18) provide the public with an appraisal of the overall strengths and weaknesses of the colleges' efforts to instruct high school students and to document that the students have indeed acquired college level knowledge and skills from their coursework.

The System needs to have evaluative information on student academic achievement in dual credit coursework.

- ***Concerns of the legislature, SCHEV, and four-year institutions***. There are doubts and concerns about what the public school and community college partnerships are accomplishing with their dual credit instruction. The individual colleges and the System need to collect and analyze student performance data, by courses and disciplines. The approach to evaluation should include procedures similar to those already employed by the colleges in their student outcomes assessment programs. The public, therefore, should be informed about procedures (1) to determine which students are eligible for admission to dual credit courses, (2) to measure student achievement and verify that they have acquired knowledge and skills commensurate with college level instruction, and (3) to assess dual credit students' subsequent academic achievement in non-dual-credit courses taken at the community colleges or the universities.

  Until we are able to report on whether or not students who have taken dual credit instruction are as adequately prepared to do college level work as those who never took the dual credit courses, the concerns about the effectiveness and quality of dual enrollment instruction will remain.

Compliance with the Virginia Plan Course Eligibility Provision

In early June 1992, the System initiated a review of fall 1991 dual enrolled students, to determine whether or not the community colleges were conforming to the provision of the Virginia Plan which specified course eligibility requirements for students enrolled through dual credit agreements. The provision is stated as follows:

> "Courses may be drawn from the academic, fine arts, and vocational subject areas. The courses must be offered for college credit and may be part of a degree, certificate, or diploma program at the community college. Regardless of the subject area, no developmental or health and physical education courses shall be eligible for a dual enrollment arrangement."

The System's inquiry entailed (1) the review of the types of courses taken by dual credit students; and (2) an inquiry to colleges that had students who were dual credit or jointly enrolled, and had taken developmental studies or physical education courses. These inquiries provided the following information:

- ***Dual enrolled students who took courses in the academic, fine arts, and occupational-technical subject areas.*** With only a very few exceptions, students were enrolled in the humanities, mathematics and sciences, and occupational-technical courses. Refer to Attachment I, Table D. There were a few students, mostly enrolled not under the dual credit agreements, who had entered some remedial and some physical education courses. This matter is covered in the next paragraph.

  Dual credit arrangements having students who took developmental studies and physical education courses. Seven students, enrolled for dual credit under the Virginia Plan, were reported to have taken developmental studies (Foundation Courses). Calls to one of the colleges, where three dual credit students were reported as taking developmental coursework, revealed that coding errors had occurred in the registration process. There were no students, enrolled for dual-credit, who were taking developmental studies. These students should have been coded as taking developmental studies with the permission of the high school principals (Code #5042). One student at another college had been correctly coded as taking developmental studies. In this instance, the student enrolled in a regular math course with the principal's permission; however, the student's preparation was inadequate. The situation called for remediation and it was provided. The semester credit hours reported for the seven students amounted to 1.5 FTES.

  Seventy-three dual enrolled (not for dual credit) students, coded #5042, did take developmental studies coursework amounting to 20 FTES in the fall 1991. Since these students were not subject to the provisions of the Virginia Plan, their enrollment in foundation courses occurred to meet the students' educational needs They were also enrolled with the high school principals' permission.

  This matter has been treated at length because of the Council of Higher Education's and the legislature's interest in these data.

  Dual enrolled students in physical education courses number 67, with only <u>three</u> students who were registered under a dual credit arrangement. The colleges with dual enrolled (jointly enrolled) students can allow the students to take physical education courses.

At the present time, the Chancellor is reviewing the prospects of extending some of the Virginia Plan provisions so that they cover all dual enrolled high school students, not just the dual credit arrangement students.

Survey of the Colleges' Compliance with the Faculty Credentials, Student Eligibility, and Assessment Provisions of the Virginia Plan

On July 30, 1992, a questionnaire, designed to gather information on the operation of the colleges' dual credit agreements with the public high schools, was sent to the college presidents. A copy of the questionnaire appears as Attachment II. The survey form raised questions about the extent to which the colleges were monitoring their dual credit programs and abiding by the Virginia Plan provisions

regarding faculty credentials, student eligibility for enrollment in the programs, and the assessment of students' achievement of learning outcomes. The questionnaire results have been useful to the System's study of the operation of dual credit agreements and to a state-wide committee that is examining the effectiveness of dual credit arrangements in response to the charge set forth in House Joint Resolution No. 211. The State Council of Higher Education for Virginia has asked faculty and administrators from the four-year universities, the State Department of Education, and a Virginia community college to serve on the committee. The System's representative to this committee has indicated that the survey results, below, will be studied by the committee. The survey questions and findings are as follows:

- ***Faculty credentials, full-time or part-time status, and orientation procedures.*** The faculty-related survey questions and a summary of the colleges' responses are as follows:

  What are the qualifications of faculty? Do they meet the minimum requirements of VCCS-29?

  Responses of the 17 colleges that had dual credit enrollments in the fall 1991, indicated that twelve colleges had hired faculty who meet the minimum requirements of the VCCS-29, three colleges had a mix of faculty with some who met the VCCS requirements and some who did not, one college had only one faculty member involved and that one did not meet the VCCS-29 requirements, and two colleges seemed to believe that the VCCS-29 did not apply to high school instructors. Clearly, the distinctions between college adjuncts who must meet the minimum requirements of the VCCS-29 and high school instructors who are considered as adjuncts by some colleges and as high school instructors by other colleges is a blurred one. All the colleges should handle the administration of the VCCS-29 in the hiring and use of high school instructors as adjuncts.

  To what extent are the instructors of dual credit courses regular full-time or adjunct members of the college faculty? How many of the instructors are members of the high school staff?

  Twelve colleges operated their dual enrollment instruction by employing many high school teachers. These colleges had a majority (in some instances all) of their staff identified as high school instructors. The other five colleges relied on their full- and part-time faculty to do most of the instruction of dual enrolled students.

  For faculty participating in the program, are there orientation procedures in place for describing the nature of the Virginia Plan for Dual Enrollment and the special nature of the students?

  Of the seventeen colleges that offered dual credit courses in the fall 1991, fourteen indicated that instructors of dual enrolled students received orientation in a formal manner, i.e., in seminar or faculty meeting, or informally with the division chair or faculty teaching teams.

- ***Student admission to dual credit courses.*** As part of the admission requirements for dual credit students, the Virginia Plan stipulates that the public school principal has to approve the "cross-registration of the

high school student to the community college." A second requirement involves the acceptance of the student by the college as being capable of doing college level work. The students, therefore, must meet the admission requirements established by the colleges. Thus, the question --

In regard to admitting students to the program, what are the high school selection and college admission procedures; and do they function satisfactorily? Are any separate or specific admissions procedures used?

The colleges' responses indicated that (1) dual credit students were expected to comply with the same admissions procedures as do all other students; (2) the college attempts to get the high schools to recommend only their best students for entry into dual credit courses; (3) dual credit students are required to take all relevant placement exams--particularly English and mathematics standardized tests; and (4) the college evaluates students' high school academic records. When asked if these college and public high school standards work satisfactorily in practice, only nine of the seventeen colleges having dual credit enrollments, in the fall 1991, responded affirmatively with no qualifying comments. At least four of the colleges stated that they were in the process of reviewing their standards for entry to a dual credit program, and one college stated that it had reviewed unsatisfactory screening procedures and had increased the verbal and mathematics SAT scores which students must have if they seek entry to college level courses. ***In contrast to these concerns about standards, the matter of advanced placement into programs is viewed by some VCCS colleges as a quite workable alternative to operating the admissions procedures of a dual credit arrangement.***

Obviously, several colleges need to study and revise their screening procedures, if high school students who are not mature enough to handle dual credit coursework are to be advised not to enroll in college level studies.

- ***Assessment of courses and dual credit arrangements.*** The May 13, 1992 issue paper identified the fact that the colleges' assessment reports did not speak to the evaluation of student academic achievement in dual credit programs. The colleges, however, do evaluate all coursework occurring in the academic disciplines, in keeping with the State Council of Higher Education "Student Assessment Guidelines" and the institutional effectiveness of the "Criteria for Accreditation: Commission on Colleges, Southern Association of Colleges and Schools." The questionnaire sent to the colleges on July 30, 1992, asked the colleges two questions about their assessment activities:

For courses offered for dual credit, are there procedures in place for the evaluation of specific courses? Are there any specific assessment activities in place for the overall plan?

Fourteen of the seventeen colleges that had dual credit enrollments, in the fall 1992, indicated that assessment procedures were in place for students in dual credit courses; two colleges did not have an assessment process for students taking dual credit courses; and one

college was currently developing assessment procedures for its dual credit courses. ***Each community college, without exception, should have a strategy for assessing student learning outcomes in dual credit courses, and assessment procedures should have, by now, been implemented by each college offering dual credit coursework.***

Of the seventeen colleges that had dual credit enrollments in the fall 1992, only seven indicated that college administrators and faculty had viewed, conceptually, the offering of dual credit courses as a "program." Accordingly, these colleges have assessment procedures integrated into a plan for the evaluation of the effectiveness of their dual credit programs. Ten colleges, therefore, need to develop strategies to assess dual credit instruction, as a whole. Because so much of the instruction of dual credit students takes place off-campus, all VCCS colleges need to include the assessment of dual credit instruction and student outcomes as an integral part of their evaluation of off-campus instruction. SACS institutional effectiveness criteria require that evaluation procedures be implemented for off-campus instruction.

ER/h

E. Roesler
September 9, 1992

ATTACHMENT I

TABLE A

CATEGORIES OF UNCLASSIFIED HIGH SCHOOL STUDENTS
FALL 1991, END-OF-TERM*

COLLEGE	DUAL CREDIT 5041	JOINT 5042	COMBINATION 5043	TOTAL
BRCC	320	6	2	328
CVCC	385	3		388
DSLCC	63	9	96	168
DCC	471	8	3	482
ESCC	12	5		17
GCC		31		31
JSRCC	53	84		137
JTCC		13	2	15
LFCC	41	18	1	60
MECC	128	3		131
NRCC	83	11		94
NVCC		34		34
PHCC	101	6	3	101
PDCCC	134	7		141
PVCC	54	34	1	89
RCC	106	21		127
SSVCC	476	13	7	496
SWVCC	29	38	6	73
TNCC	45	5		50
TCC		57		57
VHCC		29		29
VWCC	385	7	4	396
WCC	____	220	___	220
VCCS	2,886	662	125	3,673

*Source: VCCS Student Enrollment Booklet, Fall, End-of-Term, Table 3XX, Categories of Unclassified High School Students.

TABLE B

FTES BY DUAL-ENROLLED CATEGORY, ALL COURSES
FALL 1991, END-OF-TERM

COLLEGE	DUAL CREDIT 5041	JOINT 5042	COMBINATION 5043	TOTAL
BRCC	87.27	2.20	1.20	90.67
CVCC	130.13	0.60		130.73
DSLCC	17.60	1.60	23.80	43.00
DCC	86.60	1.53	0.93	89.07
ESCC	2.40	0.93		3.33
GCC		9.07		9.07
JSRCC	23.40	29.93		53.33
JTCC		3.73	1.80	5.53
LFCC	10.00	5.87	0.93	16.80
MECC	36.53	1.20		37.73
NRCC	27.33	4.53		31.87
NVCC		10.93		10.93
PHCC	25.13	1.67	2.53	29.33
PDCCC	40.67	1.53		42.20
PVCC	15.40	9.47	1.07	25.93
RCC	23.27	6.47		29.73
SSVCC	160.20	2.40	2.53	165.13
SWVCC	6.73	4.97	4.07	15.77
TNCC	20.93	1.93		22.87
TCC		30.07		30.07
VHCC		10.40		10.40
VWCC	104.23	1.40	3.00	108.63
WCC		63.33		63.33
SYSTEM	817.83	205.77	41.87	1065.47

TABLE C

DUAL-ENROLLED FTES BY COURSE CAMPUS
FALL 1991, END-OF-TERM

COLLEGE	OFF	ON	TOTAL
BRCC	88.47	2.20	90.67
CVCC	125.93	4.80	130.73
DSLCC	41.80	1.20	43.00
DCC	88.13	0.93	89.07
ESCC	2.40	0.93	3.33
GCC	4.07	5.00	9.07
JSRCC	1.67	51.67	53.33
JTCC	2.00	3.53	5.53
LFCC	7.60	9.20	16.80
MECC	33.93	3.80	37.73
NRCC	25.07	6.80	31.87
NVCC	2.40	8.53	10.93
PHCC	21.60	7.73	29.33
PDCCC	21.53	20.67	42.20
PVCC	19.07	6.87	25.93
RCC	24.00	5.73	29.73
SSVCC	143.07	22.07	165.13
SWVCC	10.47	5.30	15.77
TNCC	20.93	1.93	22.87
TCC	1.67	28.40	30.07
VHCC	1.07	9.33	10.40
VWCC	92.13	16.50	108.63
WCC	55.53	7.80	63.33
SYSTEM	834.53	230.93	1065.47

ATTACHMENT I

TABLE D

VCCS SUMMARY
DUAL ENROLLED STUDENTS, FALL 1991 (EOT)

DISCIPLINE*	FTES	%
Biological Sciences	129.53	12.16
Bus and Commerce Tech	34.77	3.26
Comp and Info Sciences	3.33	0.31
Data Processing Tech	22.93	2.15
Education	4.67	0.44
Fine & Applied Arts	4.80	0.45
Foreign Languages	7.60	0.71
Health Services Tech	16.67	1.56
Interdiscipline	2.87	0.27
Letters	274.20	25.74
Mathematics	179.40	16.84
Mech and Engr Tech	108.17	10.15
Nat Science Tech	2.00	0.19
Physical Sciences	70.67	6.63
Psychology	35.20	3.30
Public Serv Tech	20.40	1.91
Social Sciences	148.27	13.92
Total	1065.47	100.00

*Major HEGIS

ATTACHMENT II

VCCS DUAL-ENROLLED HIGH SCHOOL STUDENTS

QUESTIONNAIRE

This questionnaire has been designed to gather information about the Virginia community colleges' operation of dual credit agreements with the public high schools. The information requested is related to the provisions of the *Virginia Plan for Dual Enrollment* which has been in effect since 1988.

For fall and spring term, 1991-92 courses that have dual credit plan enrollments, please respond to the following questions:

Faculty What are the qualifications of faculty? Do they meet the minimum requirements of VCCS-29?

To what extent are the instructors of dual credit courses regular full-time or adjunct members of the college faculty? How many of the instructors are members of the high school staff?

For faculty participating in the program, are there orientation procedures in place for describing the nature of the *Virginia Plan for Dual Enrollment* and the special nature of the students?

Students In regard to admitting students to the program, what are the high school selection and college admission procedures; and do they function satisfactorily? Are any separate or specific admission procedures used?

Courses For courses offered for dual credit, are there procedures in place for the evaluation of specific courses? Are there any specific assessment activities in place for the overall plan?

Two listings of courses are enclosed for your information. One list has all courses taken by dual-enrolled high school students. The second list has all courses taken by students coded as enrolling under the plan for dual credit (Section 041) or as enrolling simultaneously in both dual credit and non-dual credit courses (Section 043). The questions apply to this second listing. Please ignore any courses in this list that are not for dual credit.

Please respond to these questions in writing by August 12, and send your information to:

Dr. Elmo D. Roesler
Assistant Vice Chancellor
Research and Planning
Virginia Community College System
101 North 14th Street
Richmond, Virginia 23219

Thank you for acting promptly on this request.

July 29, 1992